

Toponomastics, interdisciplinarity and teaching: essays on pedagogical proposals of the BNCC

Toponomástica, interdisciplinaridade e ensino: ensaios de propostas pedagógicas a partir da BNCC

Anna Inez Alexandre*
Carla Bastiani**
Karylleila dos Santos Andrade***

ABSTRACT

This article aims to reflect and suggest how the toponymic lexicon can be used in schools. Therefore, it presents a theoretical approach to Toponomastics (DICK, 1990a, 1990b; TRAPERO, 1995, 1999; CABRERA, 2002-2003) and its interdisciplinary character and its relation to education. In addition, a study of competencies in languages and their technologies, as well as Social and Applied Human sciences, provided for in the Brazilian Common National Curricular Base (BNCC), is presented. It is a qualitative, documentary research. It proposes some interdisciplinary pedagogical workshops to approach the names of places in school (CARLOS, 2007; THEISEN, 2008; FAZENDA, 2012), aimed at high school and related to the competencies presented by the BNCC. The study of the document has shown that interdisciplinarity is the proposed pedagogical approach and organizing

Received on February 7th, 2023.

Accepted on April 3rd, 2023.

DOI: <https://doi.org/10.18364/rc.2024n66.1345>

* Universidade Federal do Tocantins, annainez@uft.edu.br.

<https://orcid.org/0000-0001-7820-4191>

** Universidade Federal do Tocantins, carlabastiani@gmail.com

<https://orcid.org/0000-0002-2457-9841>

*** Universidade Federal do Tocantins, karylleila@uft.edu.br.

<https://orcid.org/0000-0001-6920-9206>

principle of the curriculum for this level of basic education. The choice to present toponomastic studies in the form of workshops is because they are group activities that promote the linking of knowledge between school subjects such as Portuguese, History and Geography, and also contribute to the development of the skills and abilities envisioned by the BNCC.

KEY WORDS: Toponomastics, Interdisciplinarity, teaching. Common National Curriculum Basis of Brazil - BNCC.

RESUMO

O objetivo deste artigo é suscitar reflexões e apresentar propostas de como trabalhar o léxico toponímico na escola. Para tanto, apresenta-se uma abordagem teórica sobre a Toponômica (DICK, 1990a, 1990b; TRAPERRO, 1995, 1999; CABRERA, 2002-2003) e seu caráter interdisciplinar, assim como sua relação com o ensino. Ademais, expõe-se um estudo das competências para as áreas de Linguagens e suas Tecnologias e Ciências Humanas e Sociais Aplicadas contempladas na Base Nacional Comum Curricular (BNCC). A pesquisa é de base qualitativa, do tipo documental. Para abordar o estudo dos nomes de lugares na escola, são propostas oficinas pedagógicas interdisciplinares (CARLOS, 2007; THIESEN, 2008; FAZENDA, 2012), direcionadas à etapa do ensino médio e relacionadas às competências apresentadas pela BNCC. O estudo do documento demonstrou que a interdisciplinaridade é a abordagem pedagógica sugerida e o princípio organizador do currículo dessa etapa da educação básica. A escolha de apresentar os estudos toponômicos por meio de oficinas se deve ao fato de que elas são atividades em grupos que promovem a articulação de conhecimentos entre as disciplinas escolares, como Língua Portuguesa, História e Geografia, além de contribuir para o desenvolvimento das competências e habilidades previstas pela BNCC.

Palavras-chave: Toponômica. Interdisciplinaridade. Ensino. Base Nacional Comum Curricular.

Introduction

Through language, individuals build their relationships in the various environments in which they interact within a society. In this perspective, language can be understood as a social fact and analyzed in terms of its relationship to the structure of a society. Sapir (1969, p. 20) believes that

language is “a signpost to social reality,” which underscores the need to view language in its immanent relationship to society and culture.

The toponymic lexicon is a manifestation of this logic. As a linguistic-social expression, it is rooted in the history, tradition, and customs of a people, so the toponym is presented to help understand the ideology of the denominator before the environment. In this perspective, the toponym is constituted as an authentic linguistic fossil, being an (a)temporal record of the worldview of a particular social group, given the fact that there are traces of the identity and history of that social body. It is worth quoting Dick (1990b, p. 20) regarding the maintenance of the determiner, since in certain situations its motivating causes may disappear. According to the author,

These two facts-presence (or permanence) of the name, even in the absence of the determining or competing for a reason for its formation, make clear another of the most significant characteristics of the toponym: its interpretation as an authentic linguistic fossil, an expression taken from the French geographer Jean Brunhes, who considered it a “fossil of human geography” (DICK 1990b, p. 20).

To facilitate the discussion within the framework of the terms accepted in this article, from now on we will define the difference between the terms toponymy and Toponomastics. Toponomastics refers to the discipline that houses the theoretical and methodological support for the study of place names (COSERIU, 1999; TRAPERRO, 1999; CABRERA, 2002-2003); toponymy, in turn, refers to the set of place names and the toponym is the product, the result of a process.

With this article we want to make proposals for interdisciplinary pedagogical workshops aimed at high school and correlated with the competencies of the BNCC, in whose document the essential learning contents for basic education are defined, a reference for the elaboration of curricula at the federal, state and municipal levels. In addition, the book is intended to help broaden the discussion of toponomastics and its application in the classroom.

In addition to this “introduction,” this article is divided into three major parts. The first part contains theoretical discussions of the relevant terms in the study: toponomastics, toponymy, and toponym, according to scholars of the subject. The second part is in the didactic and pedagogical perspective, which includes the study of toponomastics, interdisciplinarity and teaching. In the third part, we briefly explain the competences of the Common National Curricular Base (BNCC), and, after the theoretical and methodological discussion, we present the outline of the proposed pedagogical workshops. The article concludes with the “final considerations” resulting from the presented reflections.

1. Toponomastics: the scientific study of place names

The word is the basic unit of the lexicon of a language. Therefore, it can be studied under different approaches by the sciences subordinate to Linguistics, which make the lexicon their object of study: Lexicology, Lexicography and Terminology. Lexicology studies the lexical unit in a scientific way, i.e., the formal and significant aspects of the word; Lexicography is the science concerned with the formulation and registration of the lexical collection of a language in dictionaries, vocabularies, and glossaries; and Terminology has as its object of study the term, i.e., the word pertaining to a particular field of human knowledge. Based on the above definitions, this study is placed in the field of study of Lexicology, since one of its concerns is to analyze the relationships of the lexicon with the environmental, historical-political, and cultural context of the community, and to study the word as a testimony of an era.

According to Sapir (1969, p. 51), “the lexicon is intended at any time to function as a set of symbols referring to the cultural framework of the group” since it reflects the physical and social environment of the speakers. The author emphasizes that “social interest determines the nature of the lexicon” (p. 51), which means that sociocultural factors are reflected in the language

and explains the fact that each people print in its language a particularized vision of the world, that is, expresses in its way the reality that surrounds it.

Integrating into Lexicology, Onomastics has the denominative process as its object of study. According to the Dubois Dictionary of linguistics (2006, p.441), Onomastics “is the branch of Lexicology that studies the origin of proper names.” It is subdivided into two large branches: Toponomastics and Anthroponomastics. The first is the scientific subject that studies the proper names of places, the toponyms, products of the theoretical and methodological path. The second is the scientific discipline that studies the proper names of people.

In Brazil, the tradition of toponymy studies (DICK, 1990A, 1990b) is to adopt the terminology toponymy as a subject that studies the names of places and toponyms, the place name itself, the denomination. In this study, however, we rely on some theorists who distinguish between the terms toponymy and toponymy: Pocklington (n.d.), Coseriu (1999), Trapero (1999), and Cabrera (2002).

Starting from Robert Pocklington (n.d., p. 02), in his text *Introducción a la Toponomástica: aspectos universales de la toponímia*, the author states that “if we want our results to be accepted and respected, we must work scientifically and support our claims with evidence” (our translation). In this sense, it is necessary to create a solid science of toponymy, toponomastics. The author points out that toponomastics, focusing on the study of place names in all their complexity and interdisciplinarity, should be studied in three areas: (a) pure toponymy, which aims to explore the universal aspects of toponymy—the origin, nature, and behavior of place names; (b) toponymic etymology, which aims to create a rigorous epistemology for the etymological methodology used in reconstructing the history of any place name; and (c) applied toponymy, which is concerned with examining the usefulness and validity of applying the results in other fields. Pocklington also defines the terms toponym and toponymy. For him, toponym, from the Greek *topos* “place” and *onoma* “name,” is the proper name of a place. Toponymy, in turn,

is “a set of toponyms. In practice, it will always be a group of place names that have something in common” (POCKLINGTON, n.d., p. 03, our translation).

Coseriu (1999, p. 15), in the prologue of Trapero’s book (1999, p. 15), notes an essential difference between the terms. The linguist distinguishes toponymy, a “set of place names,” from toponomastics, a “discipline that studies them” For Coseriu, toponomastics is an autonomous discipline with a theory and a descriptive practise, because it has its object and goal. On the other hand, Maximiliano Trapero (1999), in his dictionary called *Diccionario de toponímia canaria: léxico de referencia oronímica*, in agreement with the prologue of Coseriu (1999), he distinguishes toponomastics from toponymy: the first is considered the linguistic science that studies place names, while the second is the study of toponyms.

Cabrera (2002, p. 3), in her article on toponomastics, also follows the same reasoning as Coseriu (1999) and Trapero (1999) by defining toponomastics as the scientific discipline that deals with place names. Moreover, she clarifies that the objectives of toponomastic research are “to illustrate the process of the origin of place names, to give a formal explanation to these names and to discover their original meaning” (CABRERA, 2002, p. 9, our translation).

Although she uses the terminology in her article *Toponomástica e antroponomástica: paradigmas e métodos*, Seide (2013, p. 165) does not show the difference between the terms toponomasticity and toponymy: “Toponomasticity [focuses] on proper names of places and antroponomasticity [focuses] on proper names” of persons” (SEIDE, 2013, p.165). Furthermore, the author presents that “toponyms (place names) are the result of a choice made by the designator, a choice made according to his values and worldview, which are historically and socially conditioned” (SEIDE, 2013, p.167).

2. Toponomastics, interdisciplinarity, and teaching

In the study of place names, collaboration between different fields of knowledge is essential, i.e., interdisciplinarity is understood as

interaction and integration between disciplines or fields of knowledge. According to Carlos (2007, p. 3), “interdisciplinarity involves collaboration and dialogue between disciplines of knowledge.” It is a coordinated action that starts from a knowledge object with which the other fields collaborate. According to Andrade (2012, p. 207), interdisciplinarity is “a way to enrich and overcome the interaction of knowledge elements” because it cannot be considered fragmented, but also allows an approach to integrated and interconnected knowledge.

According to Fazenda (2012, p. 88), “research in an interdisciplinary perspective is the possibility to strive for the collective construction of a new knowledge, whether practical or theoretical.” Thiesen (2008) states that schools need to keep up with changes in our society, which is becoming more interconnected and complex, but the development of interdisciplinary experiences in the educational context is still in its infancy. This is due in part to the disciplinary model of education and the organization of school curricula that guide classroom practice. However, according to Thiesen (2008), interdisciplinarity is now understood as a fundamental condition for teaching and research, as interdisciplinary education contributes to a more critical education that challenges students and teachers to integrate what has been dichotomized, reconnect what has been separated, problematize and question what is seen as the truth.

Lavaqui (2007) points out that it is necessary to clarify the difference between interdisciplinarity in scientific research and interdisciplinarity in school education. The author states that the functions and goals to be achieved by interdisciplinary practice differ in the context of scientific research and in the school setting. Scientific interdisciplinarity is intended to produce new scientific knowledge, while school interdisciplinarity is intended to disseminate knowledge and create conditions for the integration of learning and school knowledge. Another essential consideration pointed out by Lavaqui (2007) is that the application of school interdisciplinarity basically implies the ideas of teaching and training the student and focuses on the relationship

between it and knowledge. The author also points out that interdisciplinarity in teaching leads to complementary connections between school subjects.

Starting from this perspective of interdisciplinarity in teaching, toponomastics has turned to work proposals that include it in this context. The idea is to network knowledge and to allow the creation of didactic-pedagogical conditions for the integration of learning and school knowledge, especially with the curricular components of the field of languages and their technologies and applied humanities and social sciences. Thinking about the interdisciplinary relations between toponomastics and teaching allows advances that can enable the realization of new concrete research projects. Moreover, this new work can lead to new approaches that contribute to the critical development of the student (ANDRADE, 2012).

On the approach of toponomastics from an interdisciplinary perspective aimed at school teaching, there are works that present studies on the names of places and their relation to teaching, namely: “Os nomes de lugares nos livros didáticos de geografia e história: primeiras considerações” (ANDRADE; NASCIMENTO; REIS, 2014); “Os nomes de lugares e sua relação com o ensino de História no Ensino Fundamental” (REIS, 2014); “Relações entre nome e lugar: estudo dos nomes das escolas públicas de Porto Nacional em uma perspectiva interdisciplinar da geografia e da toponímia” (BASTIANI, 2016); and “Nomes de lugares em livros didáticos de Geografia do Ensino Fundamental: discussão de uma proposta pedagógica sob a ótica da interdisciplinaridade” (NASCIMENTO, 2017).

Sousa (2013) also presents a proposal for the study of toponyms in school. Starting from the National Curriculum Parameters (BRASIL, 1998), which are mainly about the interdisciplinary treatment in the teaching of Portuguese, whose aim is to use the knowledge of the different disciplines to solve a problem, the author argues that:

The inclusion of toponymic studies in the school curriculum, among the subjects treated in Portuguese language classes, allows the application of this orientation since this onomastic discipline is characterized

precisely by the inherent interdisciplinarity necessary for the analysis and understanding of the meaning that the toponym has. The work with toponymy will articulate geographical, historical, biological, and anthropological knowledge, in addition to, of course, linguistic knowledge (SOUSA, 2013, p. 297).

The proposal presented by Sousa (2013) to study place names in basic education can be carried out through projects that can be divided into two parts: the first for the cataloging of toponyms and the second for the classification and analysis of names. The proposal demonstrates that “in addition to involving multiple knowledge to achieve its objectives, it contributes to the preservation of the toponomastic and cultural heritage of a region of a people” (SOUSA, 2013, p. 305).

In view of the above, this research is intended to contribute to the expansion of studies on toponomastics and its approach to teaching from an interdisciplinary perspective.

3. Common National Curriculum Basis of Brazil (BNCC): brief annotations

The Common National Curricular Base (BNCC) is a normative document that defines the essential learning content for students in basic education. This document applies to school education and is the national reference for curriculum formulation. Therefore, the BNCC aims to “help overcome the fragmentation of educational policies, as well as guaranteeing access, permanence in school, and a common level of learning for all students” (Brazil, 2017, p. 8).

The BNCC is structured according to areas of knowledge and proposes this division based on the Law on Educational Directions and Foundations, which in its art. 36, which establishes the curricular organization of the high school: “This new structure values the protagonism of youth, as it provides for a diverse range of educational paths to meet the

diverse interests of students: academic immersion and professional technical training” (BRASIL, 2017, p. 467).

The BNCC guidelines for high school are divided into four areas: Languages and their Technologies, Mathematics and its Technologies, Science and its Technologies, and Social and Applied Human Sciences. They aim to “integrate two or more components of the curriculum, to understand better and transform a complex reality” (BRASIL, 2017, p. 469).

This paper will examine the sections that relate to the fields of languages and humanities, as these have a more direct relationship to the field of study of toponomastics. The field of languages is divided into fields: the field of personal life, the field of study and research practice, the journalistic-media field, the field of action in public life, the artistic field (Brazil, 2017). These fields aim to give students the opportunity to experience situations with different language practices and involve more contextual and complex knowledge and skills that allow them to overcome disciplinary boundaries and think about other forms of curriculum design. The area of languages in high school must ensure that students develop specific competencies, which in turn are related to skills to be achieved. Some examples can be found in the following tables.

Table 1: Specific skills in the area of Languages and their Technologies for high school.

1. Understand the functioning of different languages and cultural practices (artistic, corporal, and verbal) and mobilize this knowledge in the reception and production of discourses in the different fields of social action and the various media, to expand the forms of social participation, understanding and possibilities of explanation and critical interpretation of reality and to continue learning.
2. Understand the identity processes, conflicts, and power relations that permeate the social practices of language, respecting the diversity and plurality of ideas and positions, and act socially based on principles and values based on democracy, equality, and Human Rights, exercising self-knowledge, empathy, dialogue, conflict resolution and cooperation, and combating prejudices of any nature.
3. Use different languages (artistic, corporeal, and verbal) to exercise, with autonomy and collaboration, protagonism and authorship in personal and collective life, in a critical, creative, ethical, and supportive way, defending points of view that respect the other and promote human rights, socio-environmental awareness, and responsible consumption, locally, regionally and globally.
4. Understand languages as a (geo)political, historical, cultural, social, variable, heterogeneous, and sensitive phenomenon to the contexts of use, recognizing their varieties and experiencing them as forms of identity, personal and collective expressions, as well as acting in the confrontation of prejudices of any nature.
5. Understand the processes of production and negotiation of meanings in bodily practices, recognizing and experiencing them as forms of expression of values and identities in a democratic perspective and respect for diversity.
6. Aesthetically appreciate the most diverse artistic and cultural productions, considering their local, regional, and global characteristics, and mobilize its knowledge about artistic languages to give meaning and (re)build individual and collective authorial productions, exercising protagonism critically and creatively, concerning diversity of knowledge, identities, and cultures.
7. Mobilize language practices in the digital universe, considering the technical, critical, creative, ethical, and aesthetic dimensions to expand the ways of producing meanings, engaging in authorial and collective practices, and learning to learn in the fields of science, culture, work, information, and personal and collective life.

Source: Brazil (2017, p. 490)

For the area of social and applied human sciences, the BNCC indicates that students are expected to engage with concepts such as temporality, spatiality, and diversity; the ways in which society is organized; and the relationships between production, labor, and power as they examine various problems in the fields of geography and history (BRASIL, 2017). This area aims to develop students' ability to create dialogs between different groups, knowledge, and cultures. The area of social and applied human sciences is divided into categories that are considered fundamental to the training of students. These are time and space, territories and boundaries, individuals, nature, society, culture and ethics, politics, and work. The humanities work with the concepts of time and space because they explain the phenomena in these sciences and allow us to see connections, make comparisons, and analyze and understand different societies.

Other important concepts are territory and border: "territory" is a category usually associated with a portion of the earth's surface under the rule of a group, supporting nations, states, and countries. This results in food, security, identity, and refuge" (BRASIL, 2017, p. 564). The border is "a historically constructed category. By expressing a culture, groups define boundaries, forms of social organization, and sometimes areas of confrontation with other groups" (BRASIL, 2017, p. 564). The study of these categories should allow us to understand identity processes and foster curiosity about their place in the world. These concepts are related to the topic of this study. In the field of social and applied human sciences, six specific competencies must be developed:

Table 2: Social and Applied Human Sciences competencies for high school.

1. Analyze political, economic, social, environmental, and cultural processes at local, regional, national, and global levels in different times, considering the plurality of epistemological, scientific, and technological processes, in order to understand and take a critical position on them, considering different points of view and making decisions based on arguments and sources of a scientific nature.
2. Analyze the emergence of territories and borders in different times and spaces, understanding the power relations that determine territoriality and the geopolitical role of nation-states.
3. Critically analyze and evaluate the relationships of different groups, peoples, and societies to nature (production, distribution, and consumption) and their economic and socio-environmental impacts to propose alternatives that respect and promote awareness, socio-environmental ethics, and responsible consumption at local, regional, national, and global levels.
4. Analyze the relationships between production, capital, and labor in different territories, contexts, and cultures, and discuss the role of these relationships in building, consolidating, and transforming societies.
5. Recognize and combat various forms of injustice, prejudice, and violence by embracing ethical, democratic, inclusive, and solidarity principles and respecting human rights.
6. Engage critically in public debate, respecting different positions and making choices consistent with the exercise of citizenship and their way of life, with freedom, autonomy, critical consciousness, and responsibility.

Source: Brazil (2017, p. 570)

The BNCC study shows that geographical names can be associated with knowledge in languages and applied humanities and social sciences. In the area of languages, competencies 1 and 2 can be highlighted: Competency 1 concerns the understanding and analysis of different languages and provides for students to expand their ability to critically explain and interpret language acts; Competency 2 concerns the understanding and analysis of situations and contexts of meaning production in social language practices. It therefore goes without saying that these skills can be linked to the study of place names from a linguistic perspective.

In the field of human sciences, Competence 1 concerns the development of the ability to operationalize concepts such as temporality, memory, identity, society, territoriality, and spatiality. Competence 2, on the other hand, concerns the ability to compare and evaluate the occupation of space, the delineation of boundaries, and the role of actors responsible for transformations, and considers the importance of history and politics in the production of space. This knowledge can be linked to toponomastics, allowing the development of these skills through the study of place names.

Toponomastics, due to its interdisciplinary nature, offers the possibility of an approach that integrates subjects such as Portuguese, History and Geography, and can contribute to the development of the competencies defined by the BNCC.

3.1 The elements of toponomastics: curriculum in motion

To discuss the place names approach to teaching, we present below the elements of toponymy that can be addressed in the school curriculum and that can underpin the development of the skills and abilities proposed for the upper grades. First, the study of toponyms involves the study of the origin and etymology of the name. Origin refers to the language from which the name originates. According to Dubois (2006), etymology goes back to the relationships that a word has with another word from which it originates; that

is, “it has the function of explaining the evolution of words by going back as far as possible in the past” (DUBOIS, 2006, p. 252).

Another element of toponymic study is the investigation of the motivation of place names. According to Dick (1990a), toponymic motivation has a twofold aspect: first, the intentionality of the denominator in naming a place, and second, the semantic origin of the name, the meaning that the name reveals. The semantic origin of the toponym can be approached by the Portuguese subject in addition to the morphological and lexical structure of the toponym itself. The study of motivation is about the factors involved in the choice of a particular name: social, geographical, historical, cultural, etc., which the subjects of history and geography can explore.

As for the geographical factors, it is highlighted that the geography of the place can influence the motivation of the toponym. It is also interesting to note the relationship of the individual to the place, which is important according to cultural geography. Andrade (2017) explains that cultural geography is one of several specialties of geography based on representations. According to this specialty, knowledge is based on the perceptions of individuals, and place is a fundamental concept for the study of geography.

Cultural Geography is considered sociocultural since it establishes the experiences and relationships of individuals in space. It refers to constructing individuals as social beings, reflecting their identity and cultural aspects. In this perspective, the place is established from the experiences of individuals, being evaluated as their home, city, and region (ANDRADE, 2017, p.143).

In this sense, Andrade (2017) argues that the concept of place discussed in cultural geography follows the tendency of toponymy, since toponyms are not foreign to historical, cultural and social contexts. Cultural geography refers to toponyms as geographical names and discusses that their study can be used to understand places as dimensions of people. We also emphasize the importance of toponymy for the study of names of indigenous origin. Such knowledge can be accessed

through the interdisciplinarity between the subjects of Portuguese, History and Geography, as they also relate to the history of the country and its territorial extension. In addition, it is necessary to mention the contribution of indigenous languages to the formation of Portuguese. Dick (1990b, p. 39) points out “the Tupi language as the one that contributed the most to Brazilian toponymy.” Indigenous toponyms have a descriptive character, always expressing the characteristics of the named place: “the toponymic link to environmental traits appears, as a rule, in Indigenous nomenclature, as a constant” (DICK, 1990b, p. 40).

For this article, we have prepared four proposals for pedagogical workshops to on the study of place names, targeting aimed at high school students. We justify our choice by proposing workshops based on Paviani and Fontana (2009, p. 78) because we understand that the pedagogical workshop “is “a way of building knowledge, with an emphasis on action, but without losing sight, however, of the theoretical basis, moreover, it is an opportunity to “experience concrete and meaningful situations, based on the tripod: feeling-thinking-acting with pedagogical goals” (PAVIANI; FONTANA, 2009, p. 78). The workshop development methodology changes the traditional learning focus by incorporating action and reflection. According to the authors, the educational workshop serves two purposes: articulating concepts with concrete actions and experiencing and performing team tasks. In this sense, we chose the format of the pedagogical workshop because its characteristics correspond to the desired skills of BNCC students, such as youthful protagonism and the ability to handle information and work with research. Below we present the proposals for pedagogical workshops for the study of place names.

3.2 Proposals for pedagogical workshops

Table 3: Pedagogical workshop 1: memory and history through the names of schools

Pedagogical Workshop 1: Memory and History through the Names of Schools

Objectives and target audience: this workshop aims to study the names of schools in the community, to learn about the factors that have influenced the choice of toponyms and to promote the appreciation of the social memory of the community, neighborhood, or street. The workshop is aimed at high school students and is related to the competencies listed in the Common National Curriculum: Competencies 2 and 7 in Languages and Technologies; Competencies 1 and 2 in Social Sciences and Applied Humanities.

The methodology: first, the topic and the objective of the workshop are presented to the students. Then, the students' prior knowledge about the names of the schools in the community is asked. Then it is proposed to divide the students into groups. Each group will research a toponym by collecting information and conducting interviews if necessary. In a second moment, the discipline of toponomastics, its object of research and its close relationship with other fields of knowledge will be briefly introduced. The next phase is dedicated to the field research: Defining the interviewees, preparing the question script, conducting the interviews, organizing the data, and preparing the form with the collected data (lexicographic-toponymic form adapted to the project). Finally, the teacher's guide the students in carrying out the tasks.

Expected results: Students produce texts (teachers can work with different discursive genres) about the history and motivations for choosing the toponyms studied. The material produced can be organized into a whiteboard, brochure, and illustrations, among other resources and digital tools such as documentaries, podcasts, vlogs, and posts on social media (e.g., Facebook, Instagram, and Twitter). The results should be shared with the school community and the neighborhood in which the school is located.

Table 4: Pedagogical workshop 2: studying toponyms in national/regional literature.

Pedagogical Workshop 2: studying toponyms in national/regional literature

Objectives and Audience: This workshop aims to examine and identify place names found in national and/or regional literary works; examine the origin, etymology, and toponymic motivations of names to learn how history and geography are represented in literary works. The workshop is aimed at high school students. This proposal is also related to the competencies listed in the Common National Curriculum Base: Competencies 2 of the Languages and Their Technologies domain; Competencies 1 and 2 of the Social and Applied Humanities domain.

Methodology: first, teachers ask students to read two literary works, such as *Vidas Secas* by Graciliano Ramos and *Macunaíma* by Mário de Andrade, both recommended works in the high school curriculum. Students are divided into two groups and must collect the toponyms they find while reading the books. After reading, the collected names are studied. Students investigate the origin, etymology, meaning, compositional structure of the words, motivation of the toponyms, and social and geographical factors. Regional literary works may also be selected, using the same working methodology.

Expected Results: Students will present the results obtained after studying the names. Then, they will be able to create a glossary of toponyms in literary works, documentaries, podcasts, vlogs, and posts on social media (Facebook, Instagram, Twitter, etc.). At the end, participants will provide an oral evaluation of the workshop, outlining their experience of participating. After the workshop, the coordination will evaluate the development of the project.

Table 5: Pedagogical workshop 3: memory and history through street names

Pedagogical Workshop 3: Memory and history through street names

Objective and target audience: the objective of this workshop is to study the names of the main streets of the municipality to know the factors that influenced the choice of names and to promote the appreciation of the social memory of the community. The workshop is aimed at high school students and is related to the competencies listed in the Common National Curriculum: Competency 2 in Languages and their Technologies; Competencies 1 and 2 in Social and Applied Human Sciences.

Methodology: first, the topic and the objective of the workshop are presented to the students. Then, the students' prior knowledge about the names of the main streets of the community is asked. Then, the students are divided into groups that must obtain the following information from the relevant offices: a map of the city to identify the main streets, and the laws for assigning street names. After identification, the students, divided into groups, can choose a street for each group. Next, they search for information in documents, websites, books, and magazines. In this phase, a brief presentation of toponomastics and its research subject, toponyms, is given. The next phase is for field research, if necessary: Defining the interviewees, preparing the question script, conducting the interviews, organizing the data, and preparing the lexicographic-toponymic sheet adapted to the study.

Expected results: Organization of an event to publicize the results: Presentation of the created lexicographic-toponymic sheet. It is also proposed to create a board with a map showing the taxonomic classification and the motivation of the toponyms, to be displayed in the school. At the end, the participants will give an oral evaluation of the workshop, presenting their experience of participation. After the workshop, the coordination will evaluate the development of the project. Students may also produce documentaries, podcasts, vlogs, and posts on social media (e.g., Facebook, Instagram, and Twitter).

Table 6: Pedagogical workshop 4: studying the toponyms of the physical origin of the city.

Pedagogical Workshop 4: Study of the toponyms of the physical origin of the city

Objectives and target audience: this workshop aims to study the toponyms of the physical origin of the city, to learn about the linguistic and geo-historical aspects related to them and to promote a sense of belonging and local identity. The workshop is aimed at high school students. This proposal is also related to the competencies listed in the Common National Curriculum Base: Competencies 2 of the Languages and their Technologies domain; Competencies 1 and 2 of the Social and Applied Human Sciences domain.

Methodology: first, the teacher should introduce to the students the concept of onomastics and its subdivisions. After this first moment, the teacher introduces the differences between the names of places of physical and human/cultural origin. Then, with the help of the community map, the students collect the toponyms of physical origin, such as the names of rivers, streams, waterfalls, ponds, hills, mountains, forests, etc. After collecting the data, a linguistic study of the toponyms is carried out: Etymology, origin, meaning and morphology. Then, if necessary, interviews can be conducted with the inhabitants to learn the possible motivations for the names. At the end of the workshop, groups must choose a location to learn about the geography of the place and take photographic images. Then, the students organize all the material collected.

Expected Outcomes: Students will write descriptive and explanatory texts about the toponyms that include the information obtained during the research. Students may also produce documentaries, podcasts, vlogs, and social media posts (e.g., Facebook, Instagram, and Twitter). At the end, participants will provide an oral evaluation of the workshop outlining their experience participating. After the workshop, the coordination will evaluate the development of the project.

Concluding remarks

Because of its interdisciplinary nature, the study of place names focused on teaching integrates areas of knowledge and can be an interesting pedagogical approach. When considering the required teaching goals, strategies, skills, and competencies, the toponymy study can be understood as innovative, considering that the toponym is not considered as an end,

but as a means that passes through the threads of knowledge from different fields of knowledge. The BNCC study shows that interdisciplinarity is the proposed pedagogical approach and organizing principle of the elementary level curriculum. The choice to present toponomastic studies through pedagogical workshops is because they are group activities that promote the articulation of knowledge between school subjects such as Portuguese, History and Geography.

It is considered that the use of place names as a means of knowledge exchange between subjects would be a way to initiate a curriculum that promotes interdisciplinarity, holistic education and the development of intellectual autonomy of students. When one speaks of a curriculum in motion, one thinks of collaboration between school subjects in the development of projects such as the study of place names, but also of the development of new teaching approaches in the exchange of knowledge. This study, therefore, led to reflections on ways to present toponyms to high school students in an interdisciplinary way, and contributed to broadening discussions about the terminological distinction between toponymy and toponomastics and their application in the classroom.

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